



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

October 2015

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Updates on Reallocated Funds

Please note the following important updates regarding reallocated federal Title funding:

♦ **Reallocated Due Date Extended**

The Office of Federal Title Programs is extending the due date to apply for Title I and Title II reallocated funds to Thursday, November 12, 2015.

A district's 2015-2016 consolidated application must be approved in order for a district to apply for reallocated funds. There are still many consolidated applications that need to be approved. Therefore, we are extending the deadline in order to allow all districts that want to apply for reallocated funds the opportunity to do so.

Approving the remaining consolidated applications is currently our top priority in the Division of Student Support & Innovation.

♦ **Title II Reallocated Funds Cap**

Since there are only a limited amount of Title II funds available, we are placing a cap on reallocated Title II funds. Districts can apply for up to \$4,000 in reallocated Title II funds. This will ensure the North Dakota Department of Public Instruction (NDDPI) can assist all districts that indicated they wanted to apply for Title II reallocated funds.

♦ **Title II REAP Funds**

School districts that utilized the REAP option when completing the consolidated application will utilize the REAP budget revision process if applying for Title II reallocated funds and, therefore, can elect to REAP the Title II reallocated funds into Title I, Title IIA, Title IID, Title IV, or Title V.

If you have questions regarding this information, please feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nddpi.org) or call (701) 328-2284.



Division of Student Support & Innovation

Manager's Report by Laurie Matzke

Update on Federal Funding

Earlier this fall, a Continuing Resolution (CR) was passed to fund the U.S. Government through December 11, 2015. The proposed CR has an across-the-board reduction in funding for federal programs of 0.2108 percent. Unfortunately, this means that the federal Title I, Title II, and other federal program allocations for the 2015-2016 school year, have changed midyear again and also provided a decrease in funding. The state Title I allocation decreased by approximately \$40,000 and the state Title II allocation decreased by approximately \$17,000.



Fortunately, the NDDPI is able to use some of the Title I and Title II reallocated funds to make up for the loss in funding. Therefore, North Dakota districts will not notice the change or be required to go into STARS to revise their current budget.

As we move forward, we may be faced with a series of CRs until late spring. We are being told to expect cuts in federal funding for the 2016-2017 school year. Please note, while no cut is desirable, if the cut remains the same percent as in the current CR, it is an extremely small percentage cut. Keep in mind, North Dakota may see additional decreases in funding if our poverty rates continue to decrease across the state.

The Office of Federal Title Programs plans to begin the Title I eligibility process in January 2016. We do not need to know funding amounts for this process. The outcome of the eligibility process determines which districts are eligible to receive Title I funding for the 2016-2017 school year.

As always, we will keep school personnel apprised and up-to-date in future issues of this newsletter on all federal funding issues that may impact our North Dakota schools and districts.

UPDATE

As we prepared to disseminate this issue of our newsletter, we received “unofficial” notification that Congress may be very close to passing a budget deal. This is somewhat unusual as the CR doesn’t expire until December 11, 2015.

Current Speaker of the House John Boehner’s last day is Friday, October 30, 2015. It appears as though he may have been able to negotiate a budget deal covering the next fiscal years for 2016 and 2017. Reportedly, the deal also eliminates the sequester for both years, as well.

As we are able to get additional information and more details, we will keep school personnel updated in the coming weeks.

Office of Special Education

Director's Report by Mary McCarvel-O'Connor, Assistant Director

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

The [Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs](#), released jointly by the Departments of Education and Health and Human Services on September 14, 2015, states that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

The purpose of the policy statement was to set a vision and provide recommendations to state, local education agencies, schools, as well as public and private early childhood programs in order to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. It also includes free resources for state, local districts, early childhood personnel, and families.

The NDDPI encourages reviewing the recommendation for your agency and free resources in order to expand access for students with disabilities to high-quality early childhood programs. For any questions or additional information, please contact the NDDPI Office of Special Education.



Title I Credentials—To Keep or Not to Keep

The following memorandum was disseminated statewide on October 20, 2015:

In June 2015, Superintendent Baesler created a task force to address North Dakota's teacher shortage. North Dakota's State Equity Plan is also aimed at addressing both teacher retention and recruitment. The NDDPI is soliciting input on another potential strategy to help ease our statewide teacher shortage.

In North Dakota, teachers need a valid Title I credential to teach Title I. This credentialing system is not a requirement under No Child Left Behind, but is part of the North Dakota Administrative Code (also known as administrative rule). The credentialing system was established many years ago (25+ years) to ensure those educators who are working with our most at-risk youth have additional coursework to serve as reading and math specialists. North Dakota is the only state in the nation that has a unique credentialing system and requires additional coursework to teach Title I.

The Education Standards and Practice Board (ESPB) is the entity in North Dakota that determines the courses or subjects teachers are licensed to teach. Local school districts determine the professional development needs for their staff. The NDDPI believes it is no longer appropriate for the department to dictate the requirements to teach Title I, as both the ESPB licensing process and highly qualified professional development can ensure that teachers possess the skills needed to serve our most at-risk youth.

Coincidentally, the NDDPI is in the process of revising and updating the department's administrative rules, of which the Title I credentialing system is a part. Therefore, we are proposing to repeal the Title I credentialing system through the administrative rules revision process. If we proceed and the rules are adopted, the credentialing system would be void as of July 1, 2016.

The NDDPI would like to get statewide input from stakeholder groups including teachers, administrators, REAs, etc. regarding this potential rule change. Please complete the quick survey at www.surveymonkey.com/r/Credentialreq to express your opinion on this topic.

If you have any questions or would like additional information, please email [Laurie Matzke](mailto:Laurie.Matzke@nddpi.org) or call (701) 328-2284, or email [Sandy Peterson](mailto:Sandy.Peterson@nddpi.org), NDDPI credential administrator, or call (701) 328-2170.

The Division of Student Support & Innovation staff are reviewing the survey results on a continual basis. The survey has generated a considerable amount of comments from both ends of the spectrum. Some are in support of the current system while others favor a change in the administrative rules. Below is important information to note:

- ♦ **Paraprofessionals** – This proposal only pertains to the credential system for teachers and administrators. It does not pertain to the paraprofessional requirements, as this is a requirement in federal law so we have no authority to revoke them. This will be determined by congress in the ESEA reauthorization.
 - ♦ **Professional Development** – Federal Title-sponsored professional development is not dependent on this decision. Even if we decide to revoke the Title I credential, the Division of Student Support & Innovation will continue to sponsor professional development for teachers and administrators. We are currently planning numerous professional development events for next summer including: Reading and Math Summer Institutes, Picture Writing Workshop, NIMSI Summer Institute, Advanced Placement training, and our third annual Indian Education Summit, just to name a few.
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Title I Credentials—To Keep or Not to Keep, continued

- ♦ **District Challenges** – North Dakota, like many other states across the nation, is approaching a crisis situation regarding teacher shortages. North Dakota has had districts decline Title I funding because they can't find a Title I credentialed teacher. Districts have had teachers refuse to teach Title I due to the additional requirement to obtain a credential.
- ♦ **Impact on Current Credentials** – The current credentials, requirements, plans of study, etc., will continue to be in place for the 2015-2016 school year. If revisions are made, they would not go into effect until July 1, 2016. Staff that are under a current plan of study, up for renewal, etc., will receive correspondence from the NDDPI regarding their options if the decision is made to revoke the credentials.

The intent of the survey is to gauge the perspective from the field regarding the potential opportunity for flexibility for teachers, schools, and districts. Should the administrative rules be revised, schools and districts would have more options regarding which staff can teach Title I as well as the students and grade levels they can serve.

The NDDPI values the current Title I credentialing system, but also recognizes the challenges faced by teachers, schools, and districts. Since the department is in the process of updating its entire set of administrative rules, this is the most logical time to have a discussion regarding the credentialing system. Once the survey has closed, staff in the Division of Student Support & Innovation will have a conversation with Superintendent Baesler regarding how best to proceed. If you haven't expressed your opinions, please participate in the [survey](#) now. **Ultimately, NDDPI is seeking input on this subject and your input matters.** The percentage breakdown on the vote will be the deciding factor in how we proceed.

NDDPI is on Social Media!



You can now follow the North Dakota Department of Public Instruction on Facebook, Twitter, and YouTube!

Students, Parents, Teachers, Administrators and Educational Partners can now connect with us via social media to keep up to date on the latest announcements, deadlines, resources, and opportunities from NDDPI.

To **LIKE** us on **Facebook**: <https://www.facebook.com/NDDPI>

To **FOLLOW** us on **Twitter**: <https://twitter.com/nddpi>

To **Subscribe** to us on **YouTube**: <https://www.youtube.com/user/NDDPI>

For direct links from the NDDPI website, visit our [homepage](#) and click the icons.

As a part of this new social media venture from NDDPI, the units within the **Division of Student Support & Innovation** intend to incorporate NDDPI's social media outlets to inform students, parents, teachers, administrators, community members, and education partners with current information from Academic Support, Federal Title Programs, and Indian/Multicultural Education.

Electronic Course Delivery Clarification

North Dakota state law outlines the requirements for vendor approval for the delivery of electronic courses to North Dakota students. It is important for districts to differentiate between an online curriculum versus an online course provider.

Scenario: Student coursework is available or provided as a supplement through an out-of-state electronic curriculum provider. All decisions in regard to grading student work and granting credit are determined by a North Dakota highly qualified teacher.	Scenario: Student is receiving instruction from an out-of-state electronic course delivery provider and all decisions pertaining to student grades and granting credit is determined by the out-of-state provider.
Online Curriculum <ul style="list-style-type: none"> ◆ Determined locally at the school/district ◆ Contract for services provides access to curriculum only ◆ Used as a supplement to other materials and resources for a course ◆ Decisions regarding student work, grading, and issuance of credit are determined by the teacher of record at the school/district 	Online Course Provider <ul style="list-style-type: none"> ◆ Contract for services provides access to curriculum as well as instructional support for students ◆ Decisions regarding student work, grading, and issuance of credit are determined by the online provider's teacher of record ◆ Services are provided through the list of North Dakota approved online providers

Currently, five (5) out-of-state electronic course delivery providers have been approved by NDDPI. Each provider has demonstrated adequate teacher qualifications and illustrates alignment of their courses with the North Dakota course codes. Schools providing online courses through these approved providers must have an [application](#) on file with NDDPI.

If a school is using an out-of-state electronic course delivery provider other than those approved, *and student grades are being determined by the provider*, please contact the NDDPI or visit the website for [application materials](#).

The [North Dakota Center for Distance Education](#) is also qualified to provide online instruction to North Dakota students, but is not classified as an out-of-state electronic course delivery provider. As a state-regulated entity, the NDCDE's courses align to the North Dakota course codes and all teachers are highly qualified in North Dakota.

As districts work to provide services to students and meet the demands of our ever-changing educational landscape, it is important for districts to understand the difference between securing access to an online curriculum versus securing access to an electronic course through an out-of-state provider.

Questions regarding electronic course delivery can be directed to the Office of Academic Support's [Peg Wagner](#) at (701) 328-3545 or [Ann Ellefson](#) at (701) 328-2488.

Consolidated Applications

Now that the deadline to submit consolidated applications has passed, staff in the Division of Student Support & Innovation are in the process of reviewing consolidated applications. Please note the following reminders:

♦ **Review Process**

- The goal of the Division of Student Support & Innovation is to get all consolidated applications approved in a timely manner. Reviewing applications continues to be a top priority. School personnel can help with this process by responding in a timely manner to requests from your contact person to make revisions in STARS. As a reminder, a district's consolidated application cannot be approved until homeless certification has been submitted and, if your school or district is in improvement, the school/district AYP parent notification letter has been approved.

♦ **Reallocated Title I Funds**

- If your district is planning to apply for Title I, Title II, and Title III reallocated funds, please communicate with your assigned contact person and let them know so they can make reviewing your consolidated application a top priority. The respective Title I, Title II, and Title III portions of your application must be approved before you can log on to the STARS to apply for reallocated funds. The deadline to apply is November 12, 2015.

♦ **Approval Process**

When specific portions of the consolidated application have been approved by the Division of Student Support & Innovation manager, districts will receive an email notification from:

- Title I—Shauna Greff
- Title II/REAP—Jane Gratz
- Title III—Jill Frohlich

Once the Title I, Title II, and Title III sections of the application have all been approved, an electronic grant award will be generated and districts will receive formal notification. This grant award will display the district's final allocation amount, official carryover amount, and the amount available to spend for the 2015-2016 school year.

♦ **Risk Assessment**

Per the new requirement of the Uniform Grant Guidance 2 CFR 200.331, NDDPI staff have performed an annual risk assessment for all schools and districts receiving federal funds. Districts whose risk level is determined to be low risk will not have additional conditions placed on their grant awards. Districts whose risk level is determined to be high will have additional conditions placed on their grant awards.

If you have any questions regarding the status of your consolidated application, please communicate with your assigned contact person within the division. The chart listing each district's contact person can be accessed at www.nd.gov/dpi/uploads/126/contacts.pdf. In addition, feel free to email [Laurie Matzke](mailto:Laurie.Matzke@nd.gov) or call (701) 328-2284 with any questions you may have.

New Title I Award/Recognition Program

Title I Exceptional Educator Award

Earlier this fall, the Office of Federal Title Programs announced a new Title I award program focused on recognizing exceptional educators who work in a Title I program. This new program will allow the state to recognize multiple Title I educators who contribute to raising the academic achievement of at-risk youth. Please consider nominating an exceptional educator in your school.

Federal law under Section 1117 (3) "Awards to Teachers" states: A state educational agency may reserve funds made available under Section 2113 to recognize and provide financial awards to teachers in a Title I program that consistently make significant gains in academic achievement in the areas in which the teacher provides instruction. Selected recipients will receive a \$5,000 grant award to use in their Title I program.

The deadline to submit an application has been extended to **November 9, 2015**.

Minimum Eligibility Criteria

- ♦ Must be currently employed in a North Dakota public school
- ♦ Must be an educator who works in a Title I Targeted Assistance or Schoolwide program
- ♦ Must have contributed to raising the academic achievement of students served in the Title I program
- ♦ Must fully complete all sections of the application

Local Recognition

This new awards program will have a local recognition component in the application process. The NDDPI, Office of Federal Title Programs, is sponsoring the program; however, it is up to each district to locally recognize the award recipients (e.g., recognize at a school event, press release). Applications will be scored, in part, on a district's process and procedure for locally recognizing a recipient.

Selection

The North Dakota Title I Committee of Practitioners will assist in selecting the award recipients from the nominations received.

Instructions

- ♦ Complete the [Exceptional Educator Application](#)
- ♦ Submit the completed application to the Office of Federal Title Programs by emailing to [Shauna Greff](#)

Questions

If you have any questions or need clarification regarding the award, please feel free to email [Laurie Matzke](#) or call (701) 328-2284.

ESEA Reauthorization Status

Each week, or as new information becomes available, the Office of Federal Title Programs emails a “Weekly Blast” which provides information regarding what is happening with reauthorization in Washington, D.C. The following is the most current update:

- ♦ The House and Senate are working to form a conference committee to reconcile the differences between the two bills. The Senate passed their reauthorization bill on July 16, 2015, and the House passed their version of an ESEA reauthorization bill on July 8, 2015. Neither chamber has named conference committee members yet. The committee is expected to be named soon.
- ♦ Earlier this fall, House Chairman John Kline announced his retirement. To date, a replacement has not been named.
- ♦ On Friday, October 2, 2015, U.S. Department of Education Secretary Arne Duncan announced his decision to step down in December 2015. Duncan leaves the administration as the longest serving education secretary in U.S. history.
- ♦ Duncan will be replaced by John B. King, Jr. for the remainder of the Obama presidency. King is a senior advisor who has been the deputy secretary since January 2015.
- ♦ Duncan’s resignation is yet one more sign that we probably won’t see an ESEA reauthorization during the Obama presidency. With the departure of both Duncan and John Boehner, Speaker of the House of Representatives, it will be difficult to get a reauthorized bill passed by both chambers and signed by the President.
- ♦ Representative Paul Ryan from Wisconsin was elected as Speaker of the House on October 29, 2015.

As a reminder, all information regarding the pending [reauthorization](#) can be accessed on the Office of Federal Title Programs website.

Federal Title Programs Monitoring

For the 2015-2016 school year, 14 districts have been pre-selected to participate in the self-monitoring process. An additional four districts will receive an on-site visit. Two large districts will also be monitored on-site by a team of staff from the Office of Federal Title Programs. The list of 20 districts being monitored this year along with the contact person who is assigned to review each district can be accessed at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/Monitoring/.

Please do not submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.

The selected districts can expect to receive detailed correspondence from the Office of Federal Title Programs in November outlining monitoring directions, the review process, etc. It is important for you to review this correspondence prior to submitting your monitoring information.

If you have any questions regarding this monitoring process, please feel free to email [Laurie Matzke](#) or call (701) 328-2284 or your [contact person](#) within the Division of Student Support & Innovation.

Assess Career Readiness...Now...In Any Classroom

During instruction and assessment of activities, performances, or projects already taking place in the classroom, work experiences, or other career-focused endeavors, there has been a general lack of consensus on how to assess career ready practices (otherwise known as “soft skills”), what these skills encompass, how they are defined, or to what degree they could be measured. It is with this purpose in mind that the North Dakota Department of Career and Technical Education (NDCTE) developed a document to answer and define these points and provide a usable device which measures what is already taking place within the classroom and workplace in an area of skills often overlooked.

The definition and outline of the [Career Ready Practices](#) (CRP) were established under the Common Career and Technical Core (CCTC), as released in 2012, from the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc). These practices, as well as the CCTC itself, were developed with help from national educators, administrators, and business experts and were derived from the earlier Career Clusters/Pathways Framework model. It has been approved by 42 states as a foundational piece to career readiness nationally and is, thus, foundational to the task at hand.

Starting from the paragraph-form given in the CCTC, the rubrics, with their individual competencies, were written and developed using sample rubrics of workforce readiness found in differing forms in other states (including Washington and Nevada). They were then edited and commented on by state supervisors, administrators, teachers, business leaders, and parents. The result is a document that can measure 12 facets of career readiness, further divided by elements within each, under a scale from one to four and similar to the standards-based model.

It was never the intention of these rubrics to create more work for the instructor/advisor or to add more activities or lessons to his/her current load; however, it is the intention of taking what is already being done and taught and making career ready skills within those projects clearly apparent and assessable. This in turn can provide a scale, or score, by which the student can be assessed not only on his/her technical knowledge, but also on how to apply this knowledge within job activities while demonstrating other self-strengths and responsibilities to be a successful and contributing member of the working world. A school could potentially then graduate students under their traditional scoring and give them a certificate showing how the same student, while attending school, measured in career-ready skills.

Thus far, NDCTE has begun to distribute the rubrics to schools to use as a tool. The main document itself; the short, two-page version (used to quickly annotate scores); a Recommendation of Usage Guide; and a document describing the original 12 CRP can all be found on and printed from the NDCTE website (under Program Support Services). In an effort to make the scoring of these rubrics even easier, NDCTE has been working alongside ND EduTech in the implementation and integration into PowerSchool/PowerGrade programs. Based on this, four schools around the state were asked to join in testing the system in the classroom and on PowerGrade under the basic Recommendations as discussed in the Usage Guide. These schools encompass classrooms from K-12 and outside of the CTE realm as well. It is now the intent to monitor the progress of these pilot programs and also to educate the business community of North Dakota on what is being done within the school system, for them to be better able to identify potential workers and their career readiness.

For more information in regard to assessing career readiness, email [Michael C. Netzloff](#), Career and Technical Education Curriculum & Standards.

The North Dakota 21st CCLC Afterschool Challenge

Launched in October 2000, Lights On Afterschool is the only nationwide event celebrating afterschool programs and their important role in the lives of children, families, and communities. The effort has become a hallmark of the afterschool movement and generates media coverage across the country each year.

The Afterschool Alliance organizes Lights On Afterschool to draw attention to the many ways afterschool programs support students by offering them opportunities to learn new things—such as science, community service, robotics, Tae Kwon Do, and poetry—and discover new skills. The events send a powerful message that millions of kids need quality afterschool programs.

This year in North Dakota, ten 21st CCLC programs are participating in promoting their Lights On Afterschool event by showing school spirit and challenging each other to do the same. From Fargo to Grafton to Northwood to Jamestown to Wahpeton, the children excitedly video-taped themselves sharing their Lights On Afterschool event while chanting, “we’ve got spirit yes, we do, we’ve got spirit how about you” to encourage the next school to keep it going. Some of the Lights On Afterschool events include a 1K Youth Run, Spooky Science Night, Literacy Bingo, Art Show, and Internet Safety. The compilation of videos will be transformed into one promotional video to showcase afterschool in North Dakota.

Here is your mission to make this a success:

1. Request access to the Google Drive folder from [Becky Mueller](#). The Google Drive folder contains everything you need for the challenge: list of participating schools, script for recording your video, plus this will be where everyone uploads their videos to share.
2. When a program challenges you, they will email you your challenge along with a link to watch their video.
3. View your challenge video and get prepared to challenge another program on the participating list.
 - a. You have two days from the time you get your challenge to complete your mission.
 - b. Please take note as to who has already been challenged so that efforts are not duplicated.
 - c. Make sure any children that participate have photo and video consent.
 - d. Practice your script (see below) before recording your video.
 - i. Please be super creative and fun with your delivery!
 - ii. Use lots of voice inflection and add some actions too!
4. Video record your children with their message and challenge.
5. Upload it to the Google Drive.
6. Email the contact person from the program that you wish to challenge (please also Cc [Becky Mueller](#)) with this link to the Google Drive:
<https://drive.google.com/a/fargoschools.org/folderview?id=0B94OzSCqksdSVU1vdEFIemlCQkU&usp=sharing>

Once everyone’s videos have been compiled, a promotional video will be created to showcase afterschool in North Dakota!

If you have any questions, please feel free to email [Becky Mueller](#) or call (701) 446-3195.

Parent Involvement Resources

The NDDPI's Division of Student Support & Innovation, Office of Indian/Multicultural Education is in the process of developing monthly communication resources for schools to disseminate to parents each month. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one page resource template is outlined below to assist schools in encouraging parent/guardian involvement. This template is customizable to meet school needs.

For each month, the resource includes ideas and opportunities that could be shared with parents. The resources are certainly not inclusive and staff is encouraged to add their own creative ideas and activities related to their school/district.

In study after study, researchers discover how important it is for parents to be actively involved in their child's education.

Studies find that students with involved parents/guardians are more likely to:

1. earn higher grades and test scores
2. pass their classes, earn credits, and be promoted
3. attend school regularly
4. have better social skills, show good behavior, and adapt well to school, graduate, and go on to further education¹

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. create a home environment that encourages learning
2. express high (but not unrealistic) expectations for their children's achievement and future careers²

The Parent Institute, *Selected Parent Involvement Research* A summary of selected research compiled by Dr. John H. Wherry, President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474, U.S.A.^{1, 2}

Parent Involvement



Parent Involvement Resources, continued



November

The following information could be disseminated to parents during the month of November:

- ♦ **Rock Your Mocs Day**—November 9-15, 2015. To join this international celebration of Indigenous identity, have your students and staff wear their Mocs to school.
 - ♦ **Barnes & Noble is Holding a “First Ever” Mini Maker Faire**—November 6-8, 2015, in Bismarck. Enthusiast, crafter, educator, tinkerer, hobbyist, engineer, science club member, author, artist, student, entrepreneur, or maker of any kind—join us! We're getting together in stores to learn from each other, hear from the experts, and work on projects. For more information, go to www.barnesandnoble.com/h/makerfaire. To print a flyer, go to www.dropbox.com/s/ulvyse0uls6t9uq/B%26N%20Mini%20Maker%20Faire.pdf?dl=0.
 - ♦ **Reading With Your Child**—Most parents know the importance of reading with their child. Parents can also help in the reading process by reinforcing comprehension. Listed in this article are several suggestions on what to do after they finish reading the story. This article can help parents reinforce reading skills in their child. For more information, go to www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/IndianEd/parentinvolvement/.
 - ♦ **Reading Homework Tips for Parents**—This article provides many good suggestions on reading homework tips for parents. It can be copied and distributed to parents at a parent-teacher conference or in a news article. For more information visit, www.ed.gov/parents/academic/involve/homework/part_pg3.html.
 - ♦ **Real World Math**—Putting math into real life experiences is often difficult for students in the primary through middle grades. Few children see the relationship. The article on this website lists several activities parents can do to help children make the connection between math and the real world, for more information visit, <http://fun.familyeducation.com/mathematics/activity/37200.html?detoured=1>.
 - ♦ **Make Math Fun and Engaging for Kids**—Sharpen their math skills and add to their confidence with these fun, but challenging, math games, printable worksheets, and skill-building activities. Read more on Family Education at <http://school.familyeducation.com/math/study-skills/33577.html#ixzz3ojzy6fSE>.
 - ♦ **Websites for the Struggling Reader**—Technology can be a motivator for the struggling reader. At-risk children are more apt to become involved in the reading process if they are engaged in a learning game or with technology. These websites could be provided to parents to engage their struggling reader in language arts activities. For more information, go to <http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>.
 - ♦ **Parent Tip Sheet for Supporting Good Study Habits**—Children need a time and place to complete their studies. Setting a regular schedule for study is important to the academic success of a child. This article provides many good tips that parents can draw upon to help them in setting up a schedule for studying. For more information, go to www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/IndianEd/parentinvolvement/.
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Title I Schoolwide Reminders

2015-2016 SCHOOLWIDE PLANNING YEAR SCHOOLS:

- ♦ If not complete, submit the *Statement of Intent and Documentation of Poverty and Commitment to Schoolwide Planning* forms to Office of Federal Title Programs
- ♦ Continue schoolwide planning team meetings and share information with all staff
- ♦ Continue comprehensive needs assessment process
- ♦ Begin goals and plans in ASSIST
- ♦ Create plans to document required schoolwide components
- ♦ Upload documentation of Title I Schoolwide Assurances in ASSIST
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule parental involvement training opportunities

CURRENT SCHOOLWIDE SCHOOLS:

- ♦ Submit *Schoolwide Documentation Tool* if transitioning to ASSIST
- ♦ Complete documentation for comprehensive needs assessment
- ♦ Identify and document goals/objectives
- ♦ Conduct regularly scheduled schoolwide planning team meetings
- ♦ Update information in selected online tool (NDMILE or ASSIST)
- ♦ Update plans for documenting the required schoolwide components and include supporting documentation for Title I monitoring
- ♦ Participate in professional development and/or study groups
- ♦ Review schoolwide training materials, reminder memos, and website for resources
- ♦ Schedule parental involvement training opportunities

ELL Reminders

NDSA Science

- ♦ Refer to [ELL accommodations](#) for information regarding North Dakota State Assessment Science 2015

Continuation

- ♦ Registration
- ♦ Identification and Screening



Eligibility and Parent Notification (students who score “eligible” on screener)

- ♦ Notify the parents of their child’s eligibility to receive language support, within 14 days after student begins school

Individual Language Plan (ILP)

- ♦ Meet with team to review/write annual ILP and update dates in STARS
 - [Sample ILPs](#) are available on the NDDPI website

ACCESS 2.0 (ensure staff responsible are prepared)

- ♦ Test Coordinators – Test Administrator – Technology Coordinators must complete checklists to be certified for test preparation. Information and all materials is available on the [WIDA website](#)

Professional Development

- ♦ Ensure all teachers have opportunities for high quality professional development to ensure ELL students are receiving high quality instruction. Visit the NDDPI website for available [professional development trainings](#).
-

Homeless Update

District Homeless Liaison Training Offered to All District Liaisons

North Dakota receives over \$33 million in federal Title I funds as well as additional Title X (homeless) funds to assist homeless students of North Dakota. In order for North Dakota to receive these funds, we must comply with the federal requirements attached to the funds. One section of federal law under Title I pertains to homeless student requirements. All districts are required to designate a staff member to serve as their district homeless liaison. The department is currently offering online training sessions for all district homeless liaisons to assist districts in assuring that they are implementing the required homeless procedures and, have in place, the required homeless policies.

The McKinney-Vento Act requires districts to implement a "proactive" homeless education program. A proactive program implements processes that seek out information instead of waiting to be informed of this information. It is the responsibility of all districts to determine, each fall, if they have students experiencing homelessness within their district, according to the McKinney-Vento definition of homelessness, and provide homeless services to these students. Many families experiencing homelessness will not be forthright in sharing their circumstances because they are ashamed or afraid of repercussions. Therefore, it is essential that districts have, in place, a proactive process for determining student homelessness. This process must include a plan to educate all district staff on how to recognize the signs of homelessness. Once a student is determined to be homeless, it is essential that the district's homeless liaison determines the existence of any educational barriers and provides homeless student services to eliminate all educational barriers.

The district liaison training is being offered five different times over the next year. District liaisons can choose the training session that works best with their schedule. The online training format allows district liaisons to log into the training at a time most convenient for them and review examples, information, and templates. Upon completion of the training, districts and liaisons will have a complete district resource binder packed full of information with tailored policies and procedures.

If district administration or district homeless liaisons determine that they do not need the assistance of the homeless liaison certification training in order to assure compliance with the homeless requirements, districts may submit an alternative to training form assuring that the district-required homeless documents will be posted to the district webpage by May 15, 2016. Receipt of this form will stand in lieu of the district's homeless liaison's participation on the district homeless liaison certification training. We are working on this alternative assurance and it will be disseminated within the next week.

If you have questions regarding the training or the homeless youth program, please email [Heidi Merkel](#) or call (701) 328-2824 or [Jacki Harasym](#) or call (701) 857-7770.



TieNet Update

The North Dakota Physical Education Content Standards are now in TieNet. TieNet version 15.1 will be released October 29. A couple of updates that NDDPI would like to bring to user's attention are:

- ♦ Users will be able to enable “next/previous section buttons” in documents through their personal user options.
- ♦ The TIENET User ID system has been adjusted to eliminate the ‘U’ prefix requirement for staff user IDs thereby simplifying the User ID system.

For more information on additional details about what will be in this version, click “What’s New” from your home page and click 15.1 Release Notes.

State Personnel Development Grant Update

North Dakota Multi-tiered System of Support (NDMTSS) professional development offered to educators continues to expand statewide utilizing State Personnel Development Grant (SPDG) funding. The goal of the grant is to Scale Up MTSS statewide. When fully developed, NDMTSS will be a framework to provide all ND students with the best opportunities to succeed academically and behaviorally in school. The SPDG is in the fourth year. This year, Scale Up initiatives include: an additional third cohort, Bismarck Public Schools and second pilot school, Grand Forks Public Schools, Positive Behavior Supports training for two master coaches, as well as establishing a working group within the state SPDG Implementation Team (SIT) for the purpose of writing the guidance documents for NDMTSS.

Playing a prominent role with the Scale Up initiative are the State Advisory Committee, currently the State Implementation Team (SIT) along with three Regional Education Associations (REAs); Southeast Education Cooperative (SEEC), Mid Dakota Education Cooperative (MDEC), and the Missouri River Education Cooperative (MREC). The SIT is an advisory group to the SPDG. SIT members are actively involved with implementation activities for NDMTSS. As a SIT, members are responsible to provide information on the implementation of NDMTSS from practitioner's perspectives and take information back to their constituents about NDMTSS implementation state-wide. SIT membership includes: school administrators, NDDPI personnel, REA Directors, educators, grant evaluator, consultants, and partnerships. The SIT will provide feedback regarding multiple resources on implementation strategies identified by the REA implementation team.

The NDMTSS work at the local school and building level is vital support for the Scale Up process. Local school district work and collaboration with partnership programs consists of: professional development support for academic and behavior Cohort 1 (SEEC), Cohort 2 (MDEC), and Cohort 3 (MREC), two pilot schools, two demonstration school sites, two partnership programs, establishing a SIT working group, along with training for three academic and two additional behavior coaches.

Youth Transition, Career, and Vocational Services: An On-Line Master of Arts Program

George Washington University is presently recruiting a limited number of candidates for their on-line Youth Transition, Career, and Vocational Services Master's degree program. A five-year grant from the U. S Department of Education (USDE) provides support for 74% of student tuition costs. Students receiving support are expected to register for at least two courses (6 credits) per semester.

Through this program, students will acquire the knowledge and skills required to perform the roles and functions of transition practitioners through assessment, interdisciplinary planning, collaboration, and implementation of services for students with disabilities. The program encourages student involvement in research, scholarship, publishing, and leadership activities as supplements to the program of study. The program responds to the ongoing needs expressed by educators and rehabilitation personnel that increased knowledge dissemination is needed on the legislative requirements, as well as best and evidence-based practices for providing transition services for all youth with disabilities.

Applicants are encouraged to complete and submit their application and supporting documents by December 1. This will allow sufficient time for their application to be reviewed and approved, which must take place before they can register for class.

To request general information about the Certificate Program or the application process, see <http://gsehd.gwu.edu/programs/transition-special-education> and click 'Request Online Program Information' on the right side of the page.

Should you have specific questions about the program, please contact Chelsea Manchester, Research Assistant, at cmanchester@gwmail.gwu.edu.



State Equity Plan Receives Approval

In July 2014, the USDE renewed its requirement that each State Educational Agency submit a state plan to provide equitable access to excellent educators that ensures “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”

The NDDPI submitted its plan to the USDE on June 1, 2015. After review from the USDE, some revisions were requested and a revised plan was submitted again on August 28, 2015.

The NDDPI is pleased to announce that on October 22, 2015, our plan received approval from the USDE. You can view the [North Dakota State Plan to Ensure Equitable Access to Excellent Educators](#) online, as well as the [approval letter from the USDE](#).



Rock your Mocs!

November 9-15, 2015



NDDPI and the Office of
Indian/Multicultural Education
Invite all schools in North Dakota to Celebrate
Native American Heritage Month and Indigenous
People world-wide by wearing Moccasins to
school, work, and at play the week of
November 9-15, 2015.

Post a pic of students, staff, administrators, and
community members "Rocking Their Mocs" and
tagging NDDPI on Facebook at:
www.facebook.com/NDDPI

Tweet us a pictures of students, staff,
administrators, and community members
"Rocking Their Mocs" on Twitter at: @NDDPI
#rockyourmocs2015

ALL types of moccasins are encouraged to be worn and pictures
posted on Facebook and/or tweeted on Twitter
to show support and encourage involvement.

What "types" of moccasins are acceptable?

Comfy & Cozy. Fashionably Fierce. Classy & Sheik.
Beaded with Bling. Soft Soled. Hard Soled.
Purchased. Hand crafted. Gifted. New or Well Worn.

If you have them, wear them!

Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

November 2015	<u>Dakota TESL Conference</u> November 8-9, 2015 in Sioux Falls, SD <u>Primary CIRCLE/Project CIRCLE ELL Workshop</u> November 7, 2015 in Bismarck, ND <u>Secondary Transition Interagency Conference</u> November 18-19, 2015 in Bismarck, ND
December 2015	<u>ELL Data Team Training (WIDA)</u> December 1-2, 2015 in Bismarck, ND



Reminder from Edu Tech

Sendit email accounts will be discontinued on December 31, 2015, and logins will no longer function. If your school district HAS NOT YET transitioned to Office 365 and K12 accounts, please go to

www.edutech.nodak.edu/365

for Office 365 information then contact your EduTech Regional Information Technology Specialist to help initiate your transition.

If you would like assistance, please contact:

EduTech Help Desk

help@k12.nd.us

800.774.1091 (ND toll free) or 701.451.7400



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